654 and local field trials are being carried out on the volcanic soils
242 of the Northern District.

Agricultural extension work was being carried on by Australian officers stationed in Popondetta, with the help of Papuan agricultural
242 assistants some of whom were stationed in a sub-office in Saiho. It is this staff which has been responsible for the gradual increase in coffee plantings and the spreading of basic knowledge about coffee cultivation. We should not, however, minimise the extent of knowledge and stimulus that spread not through the activities of officials but was passed on from experienced Orokaiva growers to beginners. Furthermore, many persons trained as agricultural assistants have returned to their villages and became a fund of knowledge to those around them. The assistants are trained in a course of between nine and twelve
● [87N] months' duration, given at Popondetta. Papuans may also receive a full agricultural diploma course at a school near Keravat, New Britain, or a two-year sub-diploma course at a school near Keravat, New Britain, or a two-year sub-diploma certificate course given at Popondetta. Graduates from these schools were not yet working in the Northern District at the time of my visit.

No stabilisation fund for coffee exists in the Territory. The
435 violent fluctuations in price for this product do have a somewhat
245 unsettling effect on growers, though I could not observe very much of this as 1966-67 was a good year. I heard that in bad years in the near past people had been very disappointed. The problem of price fluctuations affects other tropical crops as well, and New Guinea has few sources of income which are significantly stabler than coffee. Therefore, no easy solution to this problem is possible. The Orokaiva Coffee Growers Society has been following a wise policy of withholding a substantial part of the proceeds in good years for capital improvement, thus providing a kind of cushion against fluctuations. Thus, in 1966-67, a substantial proportion of proceeds was withheld for improvements to the factory and trucks. Growers are paid an initial sum per pound substantially lower than the expected total proceeds, and the balance is in part distributed to shareholders at the end of the season, in part withheld. By this procedure, a substantial drop in export prices can be suffered without corresponding lowering of the initial cash payment. In 1966, the cash payment was $26 for a 150-pound sack.

A good deal of development work has been left for the Higaturu
657 Council to deal with. I have already mentioned that government officers
423 attempted to have the council deal with matters of land tenure improvement (though Port Moresby authorities overruled this) and that the coffee factory was planned as a council operation though again plans were changed later. In 1966, the main activities of the council were
653 in the building of roads, the improvement of water supplies, the building of medical aid posts, the maintaining of the produce markets at Popondetta and Saiho and some minor social services. (For details, see Table 12.) Thus, a sizeable area of local development had become

A [See Cat. 116, p. 217--Analyst]

871 until the end of Standard 4, but that schooling beyond that level
797 is taken by a far smaller number. A great many mission schools teach only up to Standard 4, so that those who wish to proceed further have to attend a boarding establishment.

872 Sivepe was fortunate in that the nearby Sasembata mission
877 school conducted classes to the end of Standard 6. This was a comparatively recent development; when the school was reopened after the eruption, it still went no further than Standard 4. Most pupils will stay at the local school for the full programme, but some who fail the examinations at the end of Standard 5 drop out. Sasembata School has boarding facilities for students from other mission schools who have to leave home to get education after Standard 4. These are accommodated in dormitories built of bush materials on the mission station.

872 Inonda was less favourably placed. A school opened at Sivepe in 1952 by a Seva mission teacher displaced by the eruption, was closed down in 1959. Today, the nearest school, at Hohota, three miles away, teaches only up to Standard 2. Anyone proceeding beyond that level had to board at Popondetta for further schooling. In 1967, there was one Inonda boy receiving education in Standard 4 at the Popondetta primary school. There were no children at Inonda who had left school at Standard 2 and were hanging about at home; it will be interesting to know how many of the seven children at present in Standard 2 will go to Popondetta next year.

873 Post-primary schooling is available at four institutions in the Northern District (two government, two mission) with a total attendance of 719, but neither Sivepe nor Inonda had students there in 1966-67. At levels above Standard 4, the education system tends to become increasingly selective, with tough examinations to reduce the number of those who take up boarding places at secondary school facilities. External examinations are set for students completing Form II (i.e., Standard 9), Form III and Form IV. For the most successful, university and other advanced training is available; those who have completed
[874] Standard 7 or higher can enter teacher training schools. Two of the post-primary schools in the Northern District are technical schools which train apprentices. Training for nurses is not yet available in the district, except with the mission, which issues no diplomas.

871 Education in most of the Northern District is not yet compulsory, even though legislation exists to enable the government to declare school attendance compulsory in specified areas. Popondetta has been declared an area of compulsory education. It is true, as the government claims, that even where schooling is voluntary, virtually all children enroll and attend from the age of five. The length of attendance depends on the type of education available in various areas; thus, it would generally be longer in Sivepe than in Inonda.

The curriculum, both in the government and mission schools, is very highly standardised and mission education is of necessity dominated by the need to prepare students for government examinations.